



# Castlecroft Primary School



## Music Policy

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## Music at Castlecroft:

Music is a unique way of communicating, that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music is an essential part of our curriculum at Castlecroft and the school has been awarded the Music Mark for the breadth of opportunity provided to pupils and for their high levels of participation.

## Aims and objectives:

The music curriculum at Castlecroft Primary School is underpinned by the national curriculum. Through our music provision we also aim to implement the main aims of the National plan for music (<https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>)

Therefore children at Castlecroft will make progress through:-

- a breadth of musical experience and engagement
- sequenced, incremental and progressive lessons,
- a programme of musical enrichment opportunities
- opportunity to perform both in school and beyond,
- opportunity to learn a musical instrument taught by a music specialist
- pathways to join bands and orchestras facilitated by the Music Hub

## How this policy was developed:

This policy was drawn together by the subject leader with support from Wolverhampton Music Education Hub working alongside a member of the Senior Leadership team and a local school who has been identified as modelling good practice. Staff, governors and pupils were consulted on the policy before it was adopted by the full governing body. The policy will be reviewed and put before governors at least every two years but more regularly where key changes are made.

## Key roles in Music:

### **The Music Leader is responsible for:**

- ✓ this policy and its implementation including supporting staff in the delivery of Music.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.
- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ completing activities to monitor the quality of music education and use this to identify staff training needs and arrange or deliver CPD

### **The Governing body are responsible for:**

- ✓ ensuring the effective delivery of the National Curriculum in Music
- ✓ ensuring the effective delivery of the planned Music curriculum
- ✓ identifying a link governor to liaise with the Music co-ordinator and update the governing body with regular link governor reports annually.

## Intent:

The school's music curriculum provides all pupils with opportunities for increasing their knowledge and understanding and developing their skills, confidence and expression in music through singing and playing simple melodic instruments, tuned and un-tuned percussion; exploring sounds; and active and passive listening.

Wolverhampton Music Hub provides opportunities for all pupils to learn instruments taught by specialist instrumental music teachers as part of whole-class Instrumental lessons (this takes place in Year 3 and 4). Through their experience of learning to play two different instruments in Year 3 and 4, children should be able to make an informed decision about whether they wish to continue learning to play an instrument and which instrument they are most interested in or best suited to.



















The school purchases expert tuition through the Music Hub Peripatetic service and private music tutors, to ensure that enhanced experiences are available for those who so wish to learn an instrument in greater depth. The school uses pupil premium funding to ensure that all children regardless of background have equal opportunity. School purchases expert tuition in Brass, Woodwind, Early Strings and Percussion and the children receive free loan of instruments. The school also receives vocal tuition from the Music School.




















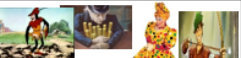




The school works in partnership with the music hub to identify pathways for talented young musicians, many of whom have small group and individual tuition, into bands and orchestras and accreditation routes.

The curriculum is designed to provide many opportunities for the children to perform to an audience. These might be within the class to their peers, to the school in assemblies, to parents as part of concerts and shows or beyond school as a larger project with other schools.

The curriculum includes opportunities for children to be inspired by performances from professional musicians and secondary school pupils.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Rec	 <p><b>Me!</b> Listen and Respond to a different style of music each week Nursery rhymes and action songs - building to singing and playing</p>	 <p><b>Christmas Concert</b> All children from FS/ KS1 learn and perform 30 min presentation to include singing, dancing, acting and playing instruments</p>	 <p><b>My Stories</b> Listen and Appraise a different piece of Funk music each week Using voices and instruments, revisit a selection of nursery rhymes and action songs</p>	 <p><b>Everyone!</b> Listen and Respond to a different style of music each week Nursery rhymes and action songs - building to singing and playing</p>	 <p><b>Our World</b> Listen and Respond to a different style of music each week Nursery rhymes and action songs - building to singing and playing</p>	 <p><b>Big Bear Funk</b> Listen and Respond to a different style of music each week Nursery rhymes and action songs - building to singing and playing</p>
Y1	 <p><b>Hey You!</b> Learning is focused around one song: Hey You! Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p>	 <p><b>Christmas Concert</b> All children from FS/ KS1 learn and perform 30 min presentation to include singing, dancing, acting and playing instruments</p>	 <p><b>Rhythm in the Way we Walk</b> Learning is focused around 3 songs: The Banana Rap - Hip Hop, Happy by Pharrell Williams – Pop, When I’m 64 by The Beatles – Pop &amp; - Learn through games and singing</p>	 <p><b>In the Groove</b> Learning is focused around one song: In the Groove. Games, pulse, rhythm, pitch, singing and playing instruments are all linked. Singing the banana rap.</p>	 <p><b>Round and Round</b> Listen and Appraise - Latin music, film music and a mash-up of Dance and Jazz music. Learn through games, singing, playing instruments, improvising</p>	 <p><b>Summer Concert</b> Children from KS1 learn and perform 30 min presentation to include singing, dancing, acting and playing instruments <b>Your imagination</b> This song is about using your imagination.</p>
Y2	 <p><b>Hands, Feet &amp; Heart</b> Learning is focused around one song: Hands, Feet, Heart. Games, pulse, rhythm, pitch, singing and playing instruments are all linked</p>	 <p><b>Christmas Concert</b> All children from FS/ KS1 learn and perform 30 min presentation to include singing, dancing, acting and playing instruments</p>	 <p><b>I Wanna Play in a Band</b> Learning is focused around one song: I Wanna Play in a Band. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p>	 <p><b>Zootime</b> A reggae song for children. Learning is focused around one song. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p>	 <p><b>Friendship song</b> A song about being friends. Learning is focused around one song. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p>	 <p><b>Summer Concert</b> Children from KS1 learn and perform 30 min presentation to include singing, dancing, acting and playing instruments <b>Reflect, Rewind and Replay</b> This unit consolidates learning that has occurred during the year.</p>

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Y3 and Y4	 <p><b>Lessons provided by music school</b> In preparation for next year’s First Access Programme the children develop early instrumental skills</p> 	<p><b>Christmas Concert</b> Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes</p>  	 <p><b>Lessons provided by music school</b> In preparation for next year’s First Access Programme the children develop early instrumental skills</p> 	 <p><b>Lessons provided by music school</b> In preparation for next year’s First Access Programme the children develop early instrumental skills</p> 	 <p><b>Lessons provided by music school</b> In preparation for next year’s First Access Programme the children develop early instrumental skills</p> 	 <p><b>Lessons provided by music school</b> In preparation for next year’s First Access Programme the children develop early instrumental skills</p> 
Y5	<p><b>Living on a prayer</b> Learning is focused around one song: Three Little Birds. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p> 	<p><b>Christmas Concert</b> Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes</p> 	<p><b>Classroom Jazz 1</b> Learning is focused around two songs: Three Note Bossa and Five Note Swing. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p> 	 <p><b>Make you feel my love</b> Learning is focused around one song: Make You Feel My Love - A Pop Ballad Sung by Adele. Draws together listening/ appraising, composing/ improvising and performing skills</p>	<p><b>The Fresh prince of Bel air</b> Learning is focused around one song: The Fresh Prince of Bel Air. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p> 	<p><b>Dancing in the street</b> All the learning in this unit is focused around one song: Dancing In The Street by Martha and The Vandellas.</p> 
Y6	<p><b>Happy</b> Learning is focused around one song: Happy by Pharrell Williams. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p> 	<p><b>Christmas Concert</b> Cross curricular opportunity to organise, promote, produce, perform and evaluate a 60 minute presentation involving groups and classes</p> 	<p><b>A new year carol</b> All the learning is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol.</p> 	<p><b>Classroom Jazz 2</b> All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p> 	<p><b>You’ve got a friend</b> Learning is focused around one song: You’ve Got A Friend by Carole King. Games, pulse, rhythm, pitch, singing and playing instruments are all linked.</p> 	<p><b>Music and me</b> Music and Me is the first in a series of units focusing on inspirational women working in music.</p> 

## Implementation:

### **Foundation Stage**

We teach music in the Nursery and Reception class as an integral part of the work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

- \* Children have the opportunity to explore a range of percussion instruments during their child initiated time both indoors and outdoors
- \* In teacher led sessions, they learn about the elements of music such as singing loud or quiet notes and recognising fast or slow music.
- \* All children in the Foundation Stage take part in the Christmas production and children in Reception perform a Mother's day assembly.
- \* They work with professional musicians from Wolverhampton's Music Hub in workshops and recitals and take part in a polyphones workshop

### **Key Stage 1 and 2**

#### **Charanga Scheme**

In years 1, 2, 5 and 6 the children receive a weekly lesson delivered by the class teacher. The curriculum is structured using the Charanga scheme, which is subsidised by the Wolverhampton Music Hub. This provides specialist and non-specialist teachers with lesson plans, assessment opportunities, clear progression and engaging activities and resources. The Charanga scheme supports all requirements of the National curriculum.

In line with the curriculum for music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured:

Each half term unit of work comprises of the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

How a lesson is structured -a 45 minute lesson:

Listen and Appraise - 15 mins

Musical Activities - 20 mins

Perform/Share - 10 mins

Whole Class Instrumental Teaching

In Year 3 and 4 the children receive Whole Class Instrumental Teaching (WCIT). These sessions are delivered by an expert from the Wolverhampton Music Hub. All children are loaned an instrument that they will learn to play over the course of the year. The children learn to play two different instruments from 2 different families during the 2 years. Children are able to take the instruments home to build on what they have learnt in the lesson.

Lessons focus on the musical elements of rhythm, melody, harmony, timbre, dynamics, texture, and form as well as the musical skills of performance, teamwork and ensemble.



## Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key music knowledge is taught to enable and promote the development of children's skills. Assessment is supported by use of the following strategies:

- ✓ Observing children performing individually, in pairs or in a group
- ✓ Using responses to differentiated, open-ended questions that require children to explain their understanding.
- ✓ Providing effective feedback and monitoring a pupil's response
- ✓ Videoing performances to gauge progress

## Wider opportunities

There are progression routes for children who enjoy music making to take things further.

From year 3, children can opt to participate in our peripatetic group lessons and can learn a brass, woodwind, early stringed, or percussion instrument. These children receive small group lessons with a specialist teacher who will support them in making musical progress, gain a deeper musical understanding and prepare them for exams.

By offering four instrumental groups, the school is able to create in-school larger ensembles and these pupils also have opportunity to engage with music service ensembles at the Graiseley Music school. Performance is encouraged and supported by Music Service staff. Weekly liaison and reporting directly to parents ensures that children make musical progress.

There is a termly charge for these lessons of £50 which covers all tuition and the loan of an instrument. Parents may need to purchase a music book to support the lessons. Children who are eligible for free school meals are fully subsidised (See Charging and remissions policy).

The small Group lessons include:

Brass (1 hour)

Woodwind (1 hour)

Strings (1 hour)

Percussion (2 and ½ hours)

Choir

## Musical events and opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

Activities include:

Harvest Concert	Year 3 children
Christmas Performance	Foundation and Key Stage one
Christmas Performance	Key Stage Two children
Summer Concert	Key Stage One children
Instrumental Concert	Orchestra and all instrumentalists
Rock Concert	Percussion
Singing workshop	Key stage Two children
Samba	Key stage One and Two children
Polyphones	Year 5 Children

## Impact :

Children at Castlecroft, follow the National Curriculum for Music and work at levels appropriate to their ability. It is expected that most children will achieve the standard of the appropriate End of Key Stage Description.

In the teaching and learning of Music we can identify a number of objectives.

The children will have the opportunity to:

### Early years:

- ✓ Sing a range of well-known nursery rhymes and songs;
- ✓ Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- ✓ Explore making sounds using a variety on untuned and tuned percussion instruments

### Key stage 1:

- ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ✓ play tuned and untuned instruments musically
- ✓ listen with concentration and understanding to a range of high-quality live and recorded music

- ✓ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2:

- ✓ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ✓ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ✓ listen with attention to detail and recall sounds with increasing aural memory
- ✓ use and understand staff and other musical notations
- ✓ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ✓ develop an understanding of the history of music.

Statistics provided by Wolverhampton Music Hub show that in 2020 8.4% of pupils in Wolverhampton accessed a musical instrument lesson in school. At Castlecroft, the engagement in instrumental lessons was 28.3% of the total school population. 72 out of 254 children accessed a weekly musical instrument lesson in school, through peripatetic services with the Music Hub.

This is four times the ward average making Castlecroft one of the highest performing musical schools in the city of Wolverhampton.

## Contribution of music to teaching in other curriculum areas:

### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Information Technology (IT)**

IT is used in music where appropriate. Children use computer programmes to compose music. Pupils also use IT in music to enhance their research skills through the Internet and CD ROMs.

Every two years children work with a professional musician to record a CD of each class singing.

### **Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

## **SMSC Development:**

At Castlecroft, we recognise that spiritual, moral, social and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

**SMSC** is taught through and reflected in our Music curriculum in many ways.

**Spiritual:** The study of Music enables children to make sense of the world around them and we strive to enable pupils to explore the connections between their musical skills and every-day life.

**Moral:** The moral development of children is an important thread running through the Mathematics curriculum. Pupils are provided with opportunities to use their Musical skills in real life contexts, applying and exploring the skills required in listening, appreciating and composing music. All children take part in an annual 'Christmas production' where they are able to perform musical skills.

**Social:** Music encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. As children become

increasingly confident at listening, appreciating and performing in music they realise their own strengths and feel a sense of achievement and raised self-esteem. Over time they become more independent and resilient learners.

**Cultural:** Music supports children's cultural development by developing an appreciation that Music and its language have developed from many different cultures around the world over a long period of time. Various approaches to Music from around the world are used and this provides an opportunity to discuss their origins.

## Equality and Inclusion:

All pupils are entitled to access the Music curriculum at a level appropriate to their needs and abilities. Teachers plan and follow well-structured lessons from the Charanga scheme and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. In order to make use of these opportunities, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. They have an entitlement to a broad, balanced curriculum, which is relevant to their needs and which is delivered in a differentiated way. Our VI children will have activities and resources adapted by VI children and teachers.

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

To ensure inclusion:

- ✓ as a school with a VI base we are committed to ensure full inclusion for our VI pupils who are taught in class alongside their peers. These pupils are only withdrawn for specific needs such as mobility lessons. One to one support in lessons as appropriate, alongside quality modified resources ensures that these pupils make good progress and attain well.
- ✓ pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment system and appropriate intervention carefully planned and monitored for impact.
- ✓ teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- ✓ children with identified SEND (including pupils with an EHCP) should be supported as and when they need it
- ✓ our number of EAL children is significantly below the national average however advice is sought and support will be given to these children should they need it
- ✓ equip our pupil premium children with the access to musical instruments at no additional cost

### Pupils with Additional Needs

As with all other Curriculum areas, we seek to ensure equality of access for our children with special needs, to the same educational opportunities as those available to the rest of the population. SEND children have an entitlement to a broad, balanced curriculum, which is relevant to their needs, and which is delivered using reasonable adjustments where appropriate to help them access quality teaching and learning. Our SEND children-including our visually impaired (VI) children- will have activities and resources adapted by SEND support staff, VI support staff and teachers.

In order to provide quality first teaching, it may be necessary to enhance the curriculum and resources available to pupils with special educational needs. Where necessary the music lead will contact Outreach and the Nurse team (or the Wolverhampton SEND Nurse) for specialist advice and support with adapting teaching (especially for pupils on an EHCP plan, or with Complex SEND).

Some children in school are unable to access a subject specific curriculum and in this case their learning is guided, and progress tracked, by the engagement model in line with government guidelines. Children within this group who have a diagnosis of ASD will have their small steps of progress tracked using SCERTS.

## Equal opportunities statement:

At Castlecroft Primary School we are committed to providing a teaching and learning environment which ensures equal access to our Music curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

Pupils eligible for free school meals are fully subsidised if they want to learn to play a musical instrument. (See charging and remissions policy)

### **Resources**

We keep resources for music in the Music Room which is also used for Music lessons and practice sessions. There is a shelving unit with tuned percussion instruments and two trolleys of un tuned percussion. The percussion kit and hired orchestral instruments are also stored there. Foundation classes have a collection of instruments available to children at all times. The library contains a supply of music books to support children's individual research. A piano and electric piano is kept in the main hall.

Our Music curriculum at Castlecroft follows the Charanga scheme of learning this appreciates and explores different ranges of music from all around the world. Children learn to develop skills from listening, singing, composing and performing focusing on a key principal, having fun and being engaged within Music whilst meeting the statutory requirements set out in the national curriculum.

## Monitoring, Evaluation and Review

At Castlecroft it is important to us to monitor and review the music curriculum.

We regularly review our practice. Links with schools in the city, who are models of good practice, help to shape next steps and affirm good practice. We also have close links with the Wolverhampton Music Hub who offer curriculum advice and support including continuing professional development.

Internal monitoring systems provide the music leader with a clear view of music provision and its impact in school.

We do this by:

- ✓ reviewing children's work and the quality of teaching in music. This will be done by the subject coordinator
- ✓ the subject leader is involved in supporting colleagues in the teaching of music, being informed about current developments in the subject
- ✓ children will be responsible in taking part in self-assessment activities
- ✓ the subject coordinator annually reviews the teaching and learning of music in schools for the School Development Plan
- ✓ the music subject leader visits classes and attends performances to observe teaching and learning in the subject
- ✓ staff training will take place where teachers work together collaboratively to assess music involvement and teaching in school
- ✓ teachers will video musical elements in lessons and store these on the schools shared area in which they can be accessed by others teachers if needed when looking at progression

## Parental Involvement :

Parents play a role in the development of Musical skills. We aim to foster a strong home-school partnership and offer support for parents.

Parents are involved in supporting and transporting children who have opted for further involvement in music and play an instrument. This may involve attending lessons, concerts and rehearsals but also show encouragement to children to access music outside of school.

Music Coordinator



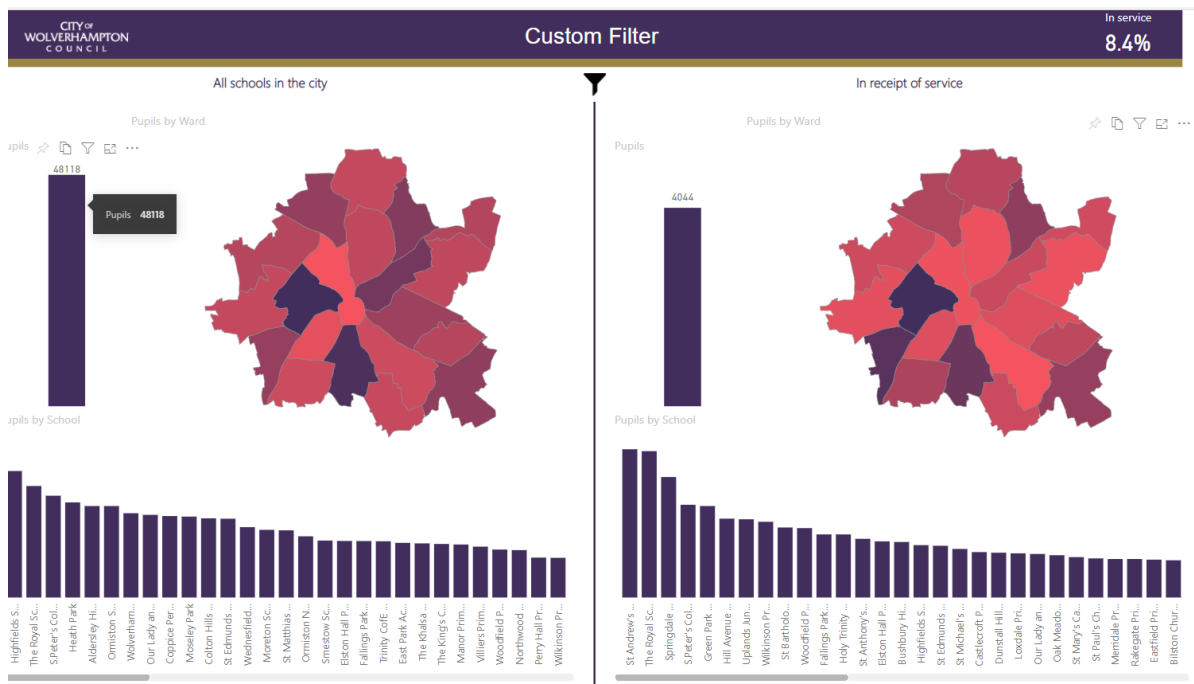
Miss P Campion

**Reviewed: December 2021**  
**Review date: December 2023**

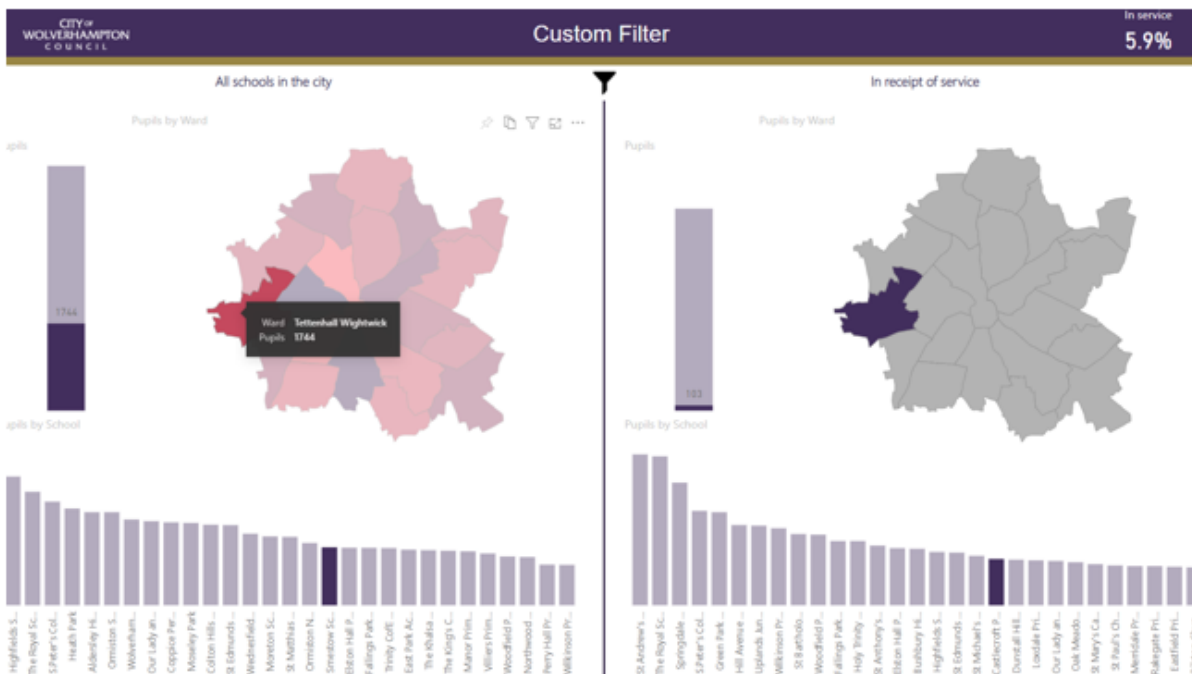
**Appendix**

**Data provided by the local Music Education hub in 2020.**

8.4% (4044) of Wolverhampton children (total 48,118) accessed a musical instrument lesson in school. This is lower than a normal year due to Covid.



Castlecroft primary is situated in the Tettenhall Wightwick ward. The average ward level of engagement in instrumental music in this ward



is 5.9%.

At Castlecroft, the engagement in instrumental lessons was 28.3% of the total school population. 72 out of 254 children accessed a weekly musical instrument lesson in school, through peripatetic services with the Music Service.

This is four times the ward average making Castlecroft one of the highest performing musical schools in the city of Wolverhampton.

